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ABSTRACT

This skills packet is part of the North Carolina Helping Education in Low-Performing Schools effort. This initiative helps educators establish ties with technical-assistance partners who can facilitate school-improvement efforts. The skills packet, which was designed to be delivered by a skilled trainer, focuses on partnerships in education. It offers a working definition of partnership in local schools and school systems; describes the process for developing, implementing, and sustaining effective school-based partnerships; and provides information that educators can use in the partnership process. The nine activities are divided into four sections: (1) rationale for partnerships; (2) leadership and commitment assessment; (3) development; and (4) implementation, continuous improvement, and sustainability. Each activity is formatted the same way. Following the activity number and name, a chart details the time needed to carry out the activity, the purpose of the activity, the setting for the activity, and the materials and equipment needed for the activity. The activities are geared primarily for small groups and require a high degree of participation. Following each activity is a synopsis of the intended results of the training. It is hoped that participants will learn the intricacies of partnerships and how alliances can best be used for school improvement. (RJM)

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School-Based Partnerships

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April, 1999

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Organization of Materials

How are the materials in the skill packet organized?

The activities in the entire skill packet are described in a Packet Overview. Then the activities in this skill packet are arranged sequentially and described on individual activity direction sheets.

How is the Packet Overview to be used?

The Packet Overview gives a trainer a **quick overview** of the entire skill packet. The Packet Overview is laid out in a matrix similar to the one at the top of each activity direction sheet. In this way, a trainer has a ready-reference to the entire skill package:

- the number of each activity,
- the time needed to carry out all of the activities in each section,
- the purposes of each section, and
- the content of each section.

How are the activity direction sheets formatted?

Each activity direction sheet is formatted the same way. Centered at the top of the page, the activity number and name are listed. Following the activity number and name is a matrix giving

- the time necessary to carry out the activity,
- the purpose(s) of the activity,
- the setting for the activity (e.g., individual, small group, triads), and
- the materials and equipment needed for the activity.

The remainder of each activity direction sheet is divided into two columns. On the **left side of the page** in bold letters are listed the actions which the trainer should do to carry out the activity. Also listed on the left side are the equipment and materials as they are needed **sequentially** in the activity. On the **right side of the page**, the trainer is given a more complete explanation as to how the activity is to be carried out.

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Implementation Suggestions

What skill level does a trainer need to deliver this skill packet?

Trainers delivering this skill packet, *Professional Development for School Improvement*, need moderate to high trainer skills. Some of the activities require the ability to read a group and adapt activities based on the group's reactions to an activity. Other activities require trainers to be comfortable with processing (i.e., synthesizing, analyzing) the outcomes with participants.

How can a trainer prepare to deliver this skill packet?

To prepare to deliver this skill packet, a trainer should read and become thoroughly familiar with any materials participants are expected to read as part of activities and the documents listed in the bibliography at the end of the skill packet.

Additionally, the trainer should review any activities being used in the skill packet to make sure that s/he is thoroughly familiar with the "flow" of the parts of the activity and comfortable with leading participants through the activity.

Next, a trainer should prepare handouts and transparencies to be used in the skill packet.

Finally, a trainer should prepare the training room, taking care to provide participants with as many creature comforts as possible.

What tips are there for working with adults?

The following statements about adults as learners are taken from the article by Fred H. Wood and Steven R. Thompson, "Assumptions about Staff Development Based on Research and Best Practice."

Adult Learner Characteristics	Staff Development Implications
Adults will commit to learning when the goals and objectives are considered realistic and important to them.	Staff Development should address areas that educators believe are important and have immediate application in the "real world."
Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.	Staff development must enable teachers and administrators to see the relationship between what they are learning and their day-to-day activities and problems.
Adult learning is ego involved; asking an educator to learn and implement new professional behaviors may promote a more or less positive view of self.	Staff development should be structured to provide support from peers and reduce the fear of judgment during learning.
Adults need to see the results of their efforts and have feedback on how well they are doing.	Staff development should provide opportunities for educators to try out what they are learning and receive structured, helpful feedback.

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Adult Learner Characteristics	Staff Development Implications
Adults are much more concrete in the way they operate than formerly thought.	Educators should have an opportunity for directed, concrete experiences in which they apply what they are learning in a real or simulated work setting.
Adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis, and evaluation.	Staff development ought to include learning in small groups in which teachers and administrators have an opportunity to share, reflect, and generalize from their learning and experiences.
Adults come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies.	Staff development must accommodate this diversity in terms of needs, knowledge, readiness to learn, etc.
Adults want to be the origin of their own learning and will resist learning situations that they believe are an attack on their competence.	Staff development needs to give educators some control over the what, who, how, why, when, and where of their learning.
Because the transfer of learning is not automatic for adults, it must be planned for and facilitated.	Coaching and other kinds of follow-up support are needed to help educators transfer learning into daily practice.

What are some training tips?

- Select the most comfortable site for training with comfortable chairs, tables, good lighting, adjustable heat or air conditioning, adjacent rest rooms, etc.
- Use the best audio-visual equipment that is available.
- Have music available to use before the session, during breaks, at lunch, etc.
- Have a roll sheet for participants to sign in each day.
- Have participants make name tags.
- Have individually wrapped pieces of candy on each table for snacking.
- Place materials in folders.
- Have as many activities as possible posted on walls prior to the start of the session in which they will be used.
- Have a bell or "popper" to use as a signal during activities.
- Have supplementary materials on display for review by participants.
- Have extra materials and business cards available for participants to take as they wish.
- Start each new session with a warm up activity.
- Start on time; finish on time; take breaks as indicated.
- Keep pace appropriate to activities. Do not pressure, but do not lag.

- Keep atmosphere friendly, helpful, open, and humorous.
- Re-group table groups occasionally so that participants meet new people.
- Do energizers from time to time as energy lags—just before lunch, after lunch, in the afternoon after a day-long session. For example, dance the "hokey-pokey"; do sit-down exercises; do deep breathing exercises.
- Observe constantly to gauge the level of participants' involvement. Try to involve everyone in discussion by having various tasks for table group participants to perform (e.g., reporter, recorder, time keeper facilitator).

How should this skill packet be delivered?

For an in-depth coverage of the information in this skill packet, trainers should deliver the activities in brief sessions spread out over a span of time (e.g., several weeks or months).

Also, warm-up activities, supplemental activities, and homework assignments can be added to enrich the basic content of the packet.

Participants may determine that some of the topics covered in the skill packet deserve further study. In their study, they may want to use some of the following types of activities:

- journal clubs,
- study groups,
- structured classroom observations with debriefing sessions,
- structured visitations with debriefing sessions,
- workshops with application in the classroom, and
- development of pacing guides, instructional materials, or curriculum guides.

In summary, for the best effect, the activities in this skill packet should be spread over time with provision for reflection, application, and synthesis built into the delivery schedule.

How should the training room be set up?

The training room should be set up so that all participants are as comfortable as possible and can see and hear everything that they need to participate in the activities. The trainer needs a table for activity sheets, transparencies, materials, and equipment; a refreshment table; a materials display table; and a small table set up near the entrance for agendas, name tags, and roll sheets.

OUTCOMES

At the conclusion of this training, participants will be able to:

- **Explain the clear and working definition of "partnership" in local schools and school systems.**
- **Describe the process for developing, implementing, and sustaining effective school-based partnerships.**
- **Utilize information and activities to assist schools in the partnership process.**

Section I: Rationale for Partnerships

Section I: Activity 1

TIME	PURPOSE	SETTING	MATERIALS
20 Minutes	To establish the rationale for school-based partnerships	Small Group	Trainer notes: *Introduction* Overhead projector Transparencies: *Rationale for Partnerships, Purpose of the Resource Packet* Chart Paper Markers

Describe Activity

Welcome participants. Ask them to introduce themselves in their small group, and identify a recorder and reporter for the group. Explain that they will be exploring their understanding of a school-based partnership with their small group.

Assignment

Ask them to brainstorm a description of a school-based partnership and record their ideas on chart paper.

Process Activity

Ask each group reporter to share the group's ideas, and then post the chart paper on a wall in the training room

Trainer Notes: Introduction
Transparency: Rationale for Partnerships

Using Trainer Notes: *Introduction*, and Transparency: *Rationale for Partnerships*, discuss the value of partnerships for schools today.

Section I: Activity 1
Trainer Notes–Introduction

Increasing evidence from both the private and public sectors indicates growing trends and better results in organizational success based upon the ability to build and sustain effective collaborations and partnerships. In may cases these are natural partners that one would expect to be working together towards a common result. However, there are now unique partners joining forces to help both their individual organizations to grow, as well as to achieve larger and more long- term results.

The basic rationale for establishing effective school-based partnerships include:

- Assisting the school in achieving its primary mission for providing a quality education for all students.
- Creating a professional and supportive environment for all employees.
- Meeting the community's expectations for its school/school system.

Rationale for Partnerships

- Assist schools in achieving primary mission
- Create a professional and supportive environment
- Meet community expectations for school/school system.

Session I: Activity 2
Goals of Partnerships

Time	Purpose	Setting	Materials
20 minutes	To link partnerships to the mission and vision of the schools	Small groups	Trainer Notes: *Intended Results for Partnerships.* Transparencies: *Levels of Partnerships; ABCs Plus: NC Strategic Priorities; Phases of Partnership Development.* Overhead Projector

Describe Activity	Tell participants that the focus of this activity is the different levels of partnership and the importance of linking all level to goals of the school.
Lead Discussion	
Trainer Notes: Intended Results for Partnerships	Discuss the information in the Trainer Notes: *Intended Results For Partnerships*, using transparencies listed. Ask for volunteers to identify one short-term and one long-term partnership they are aware of outside the education community.
Transparencies: Levels of Partnerships; ABCs Plus: NC Strategic Priorities; Phases of Partnership Development.	Ask for volunteers to show how the partnerships mentioned by participants may link to the ABCs.

Section I: Activity 2
Trainer Notes-Intended Results of Partnerships

School Partnerships can be initiated to serve several levels of intended results. (**Display Transparency-Levels of Partnerships**). They can be relatively short term. A school might partner, for example, with a business willing to sponsor a special event. There may be a service club or organization interested in doing work on the school grounds one weekend.

Longer term partnerships often target an area for improvement. For example, the partner may support efforts to improve the school's technology with expertise and equipment offered over a period of time. A business may allow employees to tutor students to improve the school's reading test scores.

An ongoing relationship may evolve from long term partnerships and these partners work with the school in any number of areas. An ongoing partnership responds the changing goals of the school. For example, the business that allowed employees time off to tutor, may offer internship programs for students as well. Or if reading scores improve as a result of the tutoring, the business may become involved in the school in other ways the following year. The important point is that the partner is there and involved with the school.

It is important that schools develop effective partnerships for attaining local priorities, as well as the four strategic priorities of the State Board of Education and the Department of Public Instruction. (Display transparency–ABCs Plus: NC Strategic Priorities).

Keep these priorities in mind as we focus for the remainder of this training on the four major phases of effective partnership development.

Session I: Activity 2
Transparency–Levels of Partnerships

- **Achieve a relatively short-term, specific result**
- **Achieve a targeted area for improvement over a longer period of time**
- **Achieve an ongoing relationship that will develop over time and evolve as goals of the school change**

Session I: Activity 2
Transparency--ABCs Plus: NC Strategic Priorities

- **High Student Achievement**
- **Safe and Orderly Schools**
- **Quality Teachers, Administrators, and School Personnel**
- **Efficient and Effective Operations**

Session I: Activity 2
Transparency–Phases of Partnership Development

- **Phase I: Leadership and Commitment Assessment**
- **Phase II: Development**
- **Phase III: Implementation**
- **Phase IV: Continuous Improvement and Sustainability**

Section II: Phase I

Leadership and Commitment Assessment

Session II: Activity 3
Assessment

Time:	Purpose:	Setting:	Materials: Handout:
15 minutes	To assess current partnership needs	Whole group	Checklist for Phase 1: *Leadership and Commitment Assessment*

Describe Activity	Tell participants that they will be using the Handout–Checklist for *Phase 1: Leadership and Commitment Assessment* to determine current partnerships.
Give Directions	Ask participants to take a few minutes to fill out the form. Tell them there is a scoring key to complete at the bottom of the form.
Process the Activity	Ask participants what they learned about their school partnerships.

Session II: Activity 3

Handout: Checklist for Phase I: Leadership and Commitment Assessment

- Potential partners have been identified

_____Completed _____In Process _____Pending

- School and partners leadership have met and identified the value the partnership would offer both organizations.

_____Completed _____In Process _____Pending

- A designated "partnership contact person" has been identified to facilitate the development and implementation of the partnership for the school and each partnering organization.

_____Completed _____In Process _____Pending

- A short -term written time schedule and action items have been agreed upon as the 2 or 3 essential "next steps" needed to move the partnership development forward.

_____Completed _____In Process _____Pending

- The next meeting date and proposed agenda has be disseminated to all partnership members.

_____Completed _____In Process _____Pending

Tally

Completed_____

In Process_____

Pending_____
Observations_____
_____

Session II: Activity 4
Defining Partnership

Time:	Purpose:	Setting:	Materials:
1 hour	To develop and apply a working definition of the term "partnership."	Small Groups	Transparency: *Definition of "Partnership."* Trainer Notes: *Phase I* Overhead Projector Chart paper Markers

Describe Activity	Tell participants they will be working in their small groups to develop a their own definition of the term "partnership." Explain that they will have a working definition on the overhead as a starting point.
Give Assignment	Display Transparency–*Definition of "Partnership."* Tell participants the Will have 10 minutes to develop their own definition. Once they have completed their definition, they should brainstorm a list of partnerships they are aware of that are outside the education community.
Discuss the partnership concept	Using Trainer Notes–*Phase I*, discuss the importance of understanding the term partnership before proceeding to the development phase.
Process the Activity	Ask small groups to share their definitions with the larger group. Ask each group to talk about one of the partnerships on their brainstorm list and explain how it fits with their definition. Ask for volunteers who are aware of a school-based partnership that fits one of the definitions.
Ask for Questions Trainer Notes: Phase I	Ask for questions or concerns about this activity.

Two or more individuals, groups, or organizations combining their efforts (i.e.; time, energy, knowledge, and resources) to work towards a common purpose or aim that yields mutually beneficial results.

Section II: Activity 4
Trainer Notes: Phase I

- An important beginning point, and one that will be necessary to encourage and nurture throughout the longevity of a partnership relationship, is developing and maintaining a common language for the partnership. In other words, does each member of the partnership know what another person means by the language and terms that are being used. Perhaps one of the best places to start is in defining what is meant by the term "partnership." As you will find in your discussions, individual views and interpretations of this word, as well as others, can be different based on a person's previous experiences, the current context, and the intentions of the people involved.

Section III
Phase II: Development

Section III: Activity 5
Stages of Development

Time:	Purpose:	Setting:	Materials:
30 Minutes	To explore group process	Small Group	Transparency: *Stages of Team Development* Trainer Notes: *Phase II* Overhead Projector

Describe Activity	Tell participants they will examine the four stages of development through group processes they have experienced.
Discuss Stages of Team Development Transparency: Stages of Team Development: Trainer Notes: Phase II	Display Transparency–*Stages of Team Development* Using Trainer Notes–*Phase II*, discuss each stage, asking participants for examples they have experienced working on a team.
Make Assignment	Instruct participants to work in their small groups identify behaviors of team members at each stage which may help or inhibit group process. Give the following example: In the forming stage, a team member is a talker.
Process Activity	Ask for volunteers to share some of the helps and inhibitors to team process they discussed in their small groups.

Section III: Activity 5
Transparency: Stages of Team Development

Forming

Storming

Norming

Performing

Section III: Activity 5
Trainer Notes: Phase II

Developing effective partnerships requires a serious commitment of time, energy and resources for each of the partnering organizations including the school. Because of this "total Cost" factor, a high degree of thought and discussion should be given to developing a mutually respectful and trustworthy relationship.

High performing partnerships are heavily "relationship" oriented and dependent. As goes the relationships, so too goes the partnership. For this reason, it is valuable to understand and be reminded of the four commonly recognized stages of team development. This will ass the partnership in "working through" those tough moments that will eventually take place in the partnership development process.

Forming= Initial caution, politeness, feeling out the group and little risk-taking behavior.

Storming=Individual beliefs and values begin to surface, disagreement about what should be done, how to do it, the purpose of the partnership, individual styles may conflict.

Norming=Purpose of the partnership becomes the focus, better understanding of individual's strengths and styles, effective and results planning occurs.

Performing=Partnership becomes operational, results and progress is being charted, looking for new ways to improve

Effective partnerships will experience all these team development stages. In adition, once the partnership is at the performing stage, changes in such things as circumstances, personnel, resources, etc. will cause the partnership to go back and forth into some or all of these stages (i.e.; a change in principal, new student achievement results, technology changes, community factors and partner changes, etc.)..

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Section III: Activity 6
Force Field Analysis

Time:	Purpose:	Setting:	Materials:
30 Minutes	To understand the effectiveness of force-field analysis	Whole Group	Transparencies: *Purpose of Force-field Analysis; Taking a Family Vacation* Overhead Projector Transparency Marker

Describe Activity	Tell participants they will practicing force-field analysis with their small groups.
Explain Force-field Analysis	Explain that "force field analysis" is a method used to identify the advantages and disadvantages of a partnership. In force-field analysis, the advantages are the "drivers" that will push the partnership forward and the disadvantages are the restrainers that will hold things back.
Display Transparency: Purpose of Force-field Analysis	

Using the Transparency–*Purpose of Force-field Analysis*, "
tell participants that the analysis helps teams decide if the partnership is workable at this time. Also, the analysis can initiate ideas for moving "restrainers" to the "drivers side of the Analysis.
Using the Transparency–Taking a Family Vacation–as participants if they can see other "drivers" or strainers" that could be added to the list. Use a transparency marker to add participants' ideas to the list

Ask participants how some "restrainers" might be moved to the "drivers" list. For example, the baseball playoffs could be eliminated as a "restrainer" if the vacation is planned for after the playoffs.

Process Activity

Ask participants what other ways they could use force-field analysis in their daily lives.

Force-field analysis helps to decide–

- If you are prepared to move forward with the partnership or if it should be referred at this time.

- What can be done to move as many "restrainers" as possible to the "drivers" side of the analysis

Drivers	*Restrainers*
Time together	Cost
Relaxation	Time away
Fun	from work
See new places	Kids miss time
great memories	with friends
	summer
	baseball
	schedule

Session III: Activity 7
Action Planning

Time:	Purpose:	Setting:	Materials:
45 Minutes	To understand and practice action planning	Small Group	Trainer's Notes: *Action Plans* Transparency: *Action Plan Components*

Describe Activity	Tell participants they will be practicing writing a simple action plan for a partnership.
Explain Action Planning Trainer's Notes: Action Plans Transparency: Action Plan Components	Using Trainer's Notes–*Action Plans*, and Transparency: *Action Plan Components*, give a brief overview of action planning.
Give Assignment	Tell participants to work with their small groups to develop an action plan for the business that is providing tutors in reading. Allow 15 to 20 minutes for this activity. Ask small groups to share their plans with larger groups.
Process this Activity.	Ask participants why action planning in partnerships is important.

Section III: Activity 7
Trainer's Notes-- Action Planning

The development of an effective action plan for the partnership is largely related to how well the partnership activities support the strategic plan of the school, as well as the individual and group needs of the people the partnership is intended to benefit.

For this reason, it is essential that each partner organization explore and identify the needs of the individuals that will be involved in the partnership activities. For schools, this often means the students, teachers, support personnel, administrators, and parents. For the external partners, this may mean volunteers provided to the school by the external partner. This information should be used as the foundation for the action plan. Assessing the needs of all involved, and considering them in the plan will increase ownership in the partnership effort.

Action Plan Components

- **Purpose**=the intended impact or reason for the partnership.
- **Aims/Goals**=2-3 action statements of what will be accomplished through the partnership.
- **Result Measures**=how the partnership will assess its impact and identify areas for continuous improvement–based on the 2-3 aims/goals.
- **Resources**=what resources (people, time, equipment, materials, financial, etc.) Are being committed to the partnership to support these 2-3 aims/goals.
- **Involvement**=how people within the partnership can be involved and supportive.

To implement the action planning process, it is recommended that the partnership leadership begin by analyzing the most relevant data on the school's performance and the identify areas of greatest need for improvements or enhancements. In addition, it is helpful to develop a process to engage small discussion or focus groups of administrators, teachers, support personnel, students, and partnership volunteers for their view on the direction of the partnership.

Section III: Activity 7
Transparency–Action Plan Components

- **Purpose**
- **Aims/Goals**
- **Result Measures**
- **Resources**
- **Involvement**

Section IV: Phase III & Phase IV

Implementation, Continuous Improvement, Sustainability

Session IV: Activity 8
Implementation Strategies

Time:	Purpose:	Setting:	Materials:
30 Minutes	To practice applying strategies for promoting partnerships.	Small Group	Transparency–*Implementation Strategies.* Chart Paper Markers

Describe Activity	Tell participants they will be planning a strategy to promote the initial benefits of the partnership
Make Assignment Transparency: Implementation Strategies	Display Transparency–*Implementation Strategies.* Distribute chart paper and markers. Ask participants choose one strategy to promote the partnership with the business that is providing reading tutors to the school. Allow 15 minutes for groups to work.
Process the Activity	Ask each group to share their plan. Ask them why they think the strategy they chose will be effective.

Session IV: Activity 8
Transparency: Implementation Strategies

- **Hold a "kick-off" event or making an announcement of the partnership.**
- **Solicit involvement in the partnership by offering specific ways for volunteers to be involved.**
- **Maintain ongoing communication of partnership needs, impact, results, and how it is aligned with the School Improvement Plan**
- **Include more formal celebration and recognition strategies as the partnership attains certain milestones or successes.**

Session IV: Activity 9
Continuous Improvement and Sustainability

Time:	Purpose:	Setting:	Materials:
1 hour	To explore ways to maintain partnerships over time and to review the 4 phases.	Whole Group/Small Group	Transparency: Continuous Improvement Processes Overhead Projector Handout: Evaluation

Describe Activity	Tell participants they will be looking at processes for maintain partnerships overtime. They will also be reviewing the four phases of partnerships.
Define the Processes for Continuous Improvement Transparency: Continuous Improvement Processes	Display Transparency–Continuous Improvement Processes. Explain that keeping records of progress, successes and failures is vital to on going planning.
Make Assignment	Tell participants to work in their small groups to develop an advertisement, skit, song, or charade about the four

phases of partnership. They can do whatever they want, as long as all four phases are explained in the activity. All group members should be involved. Tell them they will present their activities to the whole group. Allow groups 15 to 20 minutes for planning their activity and no more than 5 minutes to present. Applaud all efforts.

Process the Activity

Ask for Questions

Handouts: Evaluation Form, Partnership Self-Assessment Tool

Ask participants to share what they think are the most challenging aspects of partnerships.

Ask for questions or comments about the training.

Ask participants to fill out evaluation forms. Tell them to pick up the Handout: Partnership Self Assessment Tool as they are leaving. Explain that this tool will serve as an assessment of their partnerships when the return to their schools or districts.

Session IV: Activity 9
Transparency--Continuous Improvement Processes

- Maintain a chronology and documentation of significant milestones and events fro the partnership.
- Compile a composite listing of successes as well as lessons learned.
- Maintain a log of the "plus/deltas" from each of the partnership meeting s and how the deltas were addressed.

Session IV: Activity 9
Handout: Partnership Self-Assessment Tool

Directions: Complete the following self-assessment to determine your current partnership maturity and as a tool to identify critical next steps for the development, implementation, or continuous improvement of your partnership. Use a simple "yes" or "no" response to each item and then use the kiy located at the end of the self-assessment to help your partnership determine your appropriate next steps.

Each partner can present information on how the partnership is aligned with their mission and how it adds value to its organizational vision/mission/goals.
_____Yes____No Comment:

Senior level leadership of each partner organization demonstrates commitment to the partnership by actively participating in the partnership visioning, planning and activities. (Note: senior-level leadership may refer to the board of education, superintendent, central staff, or building level for the education sector and company, division, or departmental heads for the business organization).
_____Yes_____No Comment:

There is a written "partnership agreement" or "letter of understanding" that outlines the mission/purpose of the partnership, roles and responsibilities for each partner, and a commitment to ongoing review, improvement and renewal.
_____Yes_____No Comment:

Each partner has identified the needed and allocated resources for achieving the partnership requirements.
_____Yes_____No Comment:

There is a communication process and plan in place to share the partnership efforts and results with the partners and other stakeholders.
_____Yes____No Comment:

The partnership is based upon the principles of continuous improvement and has processes in place to monitor, assess, and improve the partnerships internal processes andr esults on a regular basis.
_____Yes_____No Comment:

Partnership Self-Assessment Tool (continued)

The partnership examines ways to utilize new and emerging technologies to increase effectiveness and reduce partnership expense or waste.
_____Yes_____No Comment:

The partnership has defined its primary customers and what their requirements are and how their results will be measured.
_____Yes_____No Comment

The partnership has identified its primary sponsors, their requirements, and how satisfied they are with the results of the partnership.
_____Yes_____No Comment.

The partnership has determined the existing information systems in plance to monitor the partnership results.
_____Yes_____No Comment

Key–based on the number of yes responses.

0-3--Assess current leadership commitment to the partnership and determine the alignment of mission and purpose and partnership plan.

4-5--Foundation has been set and several partnership components are in place. Revisit your plan and fill in critical areas.

6-8--Partnership should be operational and getting favorable results linked directly to the partnership agreements and plan.

9-10–High performing partnership with excellent results and high satisfaction by all partners and stakeholders.

Skill Packets Available Through NC HELPS

Classroom Management

Curriculum Alignment

Extended Opportunities for Student Learning

Leadership Development

Needs Assessment

Safe and Orderly Schools

School-Based Partnerships

Parental/Community Involvement: Strategies to Train Parents

Planning for School Improvement

Professional Development

Using Data for School Improvement

Working with Today's Families